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25X1A

COUNTRY: Greece

CIA [REDACTED]

SUBJECT: Higher Education/Emphasis on Science

DATE 10 Jul 53

PLACE ACQUIRED: [REDACTED]

25X1A

SUPPLEMENT TO:

25X1A

DATE ACQUIRED: [REDACTED]

RESPONSIVE TO [REDACTED]

DATE INFOR: Jun 53 and earlier

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1. Q: Does the Greek government exercise policy control over higher education?
A: Yes. Almost all institutions of higher learning are state-owned and controlled, and function under the supervision of the Ministry of Education. Control is exercised over finances, selection of personnel and over-all institutional policies.
2. Q: Where is the principal effort of the government being expended with regard to education?
A: I don't believe there is any conscious effort on the part of the government to place emphasis on any particular phase of education. All phases appear to be given equal treatment.
3. Q: What steps are being taken to improve the quality of scientific and technical education?
A: Actually, nothing is being done in this regard.
4. Q: Is the educated public interested in supporting scientific endeavor in Greece?
A: I would say no.
5. Q: Is the professional career open to scientists and engineers attractive to Greek youth?
A: Opportunities for careers in these fields are extremely limited in Greece, but such as are available are extremely attractive.
6. Q: Do Greek industrialists take active interest in higher education-particularly in scientific and technical institutions?
A: To a small degree they employ professors as consultants but they do not support research by fellowships or contracts nor do they offer opportunities for vacation in-service training.
7. Q: Does the press give much space to science and engineering?
A: Limited space is given to developments abroad but practically none as it applies to Greece herself.

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8. Q: What is the general degree of scientific attainment of the university faculties?
A: The most that can be said for the scientific faculties in Greece is that they do a good job of keeping abreast of developments abroad and translate and interpret these developments to their classes. Very little is accomplished in the original.
9. Q: What is the quality and adequacy of the physical equipment of classrooms, lecture rooms, libraries and laboratories?
A: By US standards they are all very limited.
10. Q: Is there much in the way of extra-curricular social intercourse between faculty members and students?
A: There is none that I have ever been aware of.
11. Q: What is the distribution by class of society of the student population? What is the distribution by place of origin?
A: The upper classes are a little better represented in the universities than the lower classes, but the difference is minor. In like manner, urban areas are a little better represented than rural areas, but again the difference is negligible.
12. Q: What is the proportion of women students to men?
A: The proportion of women to men students approximates the proportion in US colleges. It is fairly well accepted that women may go to universities.
13. Q: What are the living arrangements for students at higher educational institutions?
A: The universities provide nothing in the way of accommodations for the students. Each must make his own arrangements privately.
14. Q: What proportion of the students earn part or all of their expenses? Is this socially accepted in the universities?
A: Generally speaking, students do not have the time to give to earning all or part of their living while at school. The notable exception is in the case of law students, for whom attendance at lectures is not compulsory. If a student can manage to earn part of his keep there is no social stigma attached to it as of today (June 1953) although just a few years ago any student obliged to earn his keep would have been looked down on socially.

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